Malawi Ministry of Education, Science and Technology

CONTINUOUS PROFESSIONAL DEVELOPMENT FOR TEACHERS

Developing Literacy: The Role of Phonics and Fluency in Learning to Read

LITERACY MODULE 3

NAME: _____

Continuous Professional Development for Teachers

Literacy Module 3

Developing Literacy: The Role of Phonics and Fluency in Learning to Read

Acknowledgements

August, 2012

Acronyms

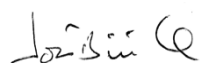|	
CPD	Continuous Professional Development
EGRA	Early Grade Reading Assessment
INSET	In-Service Training
MTPDS	Malawi Teacher Professional Development Support
MIE	Malawi Institute of Education
MoEST	Ministry of Education, Science and Technology
OBE	Outcomes-Based Education
PCAR	Primary Curriculum and Assessment Reform

Foreword

The Ministry of Education, Science and Technology (MoEST) introduced the Primary Curriculum and Assessment Reform (PCAR) in all primary schools in Malawi in 2007. PCAR follows an Outcomes-Based Education (OBE) approach and has great potential for improving the quality of education in the country. The OBE approach emphasizes learner-centred/participatory methods and continuous assessment. In this way, it ensures that every learner is given the attention he/she deserves in order to attain the learning outcomes.

However, the implementation and management of the reform in schools has not been without challenges since some of the elements of the reform demand that teachers develop new skills and ways of operating in order to successfully cope with the innovations in OBE. Although teachers and school managers were oriented to PCAR in general and OBE in particular, the orientation was not sufficient due to time and resource constraints. A one-off week-long orientation session to PCAR was not sufficient for teachers to be helped on how to overcome the challenges that they encounter during the implementation of the curriculum. This is partly because new challenges keep cropping-up all the time in the classroom or school. In the face of reform, teachers need support all the time until they attain full mastery of the requisite skills. Continuing Professional Development (CPD) support for teachers is known to be instrumental in the improvement of the quality of teaching and learning in the classroom. CPD can best be provided in the zone, cluster and within the school itself.

In an effort to support the development of teachers, the Malawi Teacher Professional Development Support (MTPDS) programme, in close collaboration with MoEST, is providing assistance for the establishment of a CPD programme that can be conducted in schools and clusters. The MTPDS programme provides technical support to the MoEST by working with curriculum specialists from the Malawi Institute of Education (MIE) and other education professionals from various institutions to identify the specific needs of school managers and classroom teachers for Standards 1-4, with a special focus on Literacy and Leadership. In order to address the identified needs, training modules have been developed in the two areas. These modules are used to train Primary Education Advisors, head teachers and CPD mentors. The head teachers and CPD mentors, in turn, use the materials to support teachers' professional development in their schools.

I sincerely hope that the school heads, CPD mentors and teachers will find the modules useful in addressing their needs to ensure that PCAR and OBE are successfully implemented. This will hopefully contribute to the improvement of the quality of teaching and learning as well as learner achievement in our schools.

John J. Bisika

SECRETARY FOR EDUCATION, SCIENCE AND TECHNOLOGY

Contents

Introduction to *Developing literacy: The role of phonics and fluency in learning to read*

Purpose and goals of the module

This module is designed to give you a broad overview on some of the issues you face as teachers in teaching reading in both Chichewa and English. Extending the best literacy teaching practices explored in *Literacy Module 2—Developing Literacy: Effective Teaching Techniques*, this module presents a systematic overview of literacy skills and teaching practices that will assist learners to develop letter, syllable and word recognition. As you use these activities in your lessons, you can help learners develop fluency, comprehension and vocabulary skills in both Chichewa and English.

At the end of this session, you should have a better understanding of how to help learners develop reading skills such as connecting letters to sounds, combining letters into words, and reading with fluency.

Schedule

This is a suggested schedule. Adapt it according to your needs.

Day One

Time	Task
8:00 am	Registration and seating
8:30 am-9:45 am	Welcome and review of Literacy Module 2
9:45 am – 10:00 am	Break
10:00 am – 12:00 pm	Unit 1: Teaching letters through phonics
12:00 pm – 1:00 pm	Lunch
1:00 pm-2:45 pm	Unit 2: Teaching syllables and words through phonics
2:45 pm-3:00 pm	Break
3:00 pm – 3:30 pm	Review of training and discussion
3:30 pm	End of Day One

Day Two

Time	Task
8:30 am–9:00am	Welcome back and review of Day One
9:00 am–10:00 am	Mutu 3: Kufunika kwa kuphunzitsa maphatikizo a zilembo
10:00 am–10:15 am	Break
10:15 am-12:00 pm	Unit 3 (Continued)
12:00 pm –1:00 pm	Lunch
1:00 pm – 2:00 pm	Unit 4: Improving learners' reading fluency
2:00 pm – 2:15 pm	Break
2:15 pm–3:00 pm	Unit 4 (Continued)
3:00 pm –3:30 pm	Review of training and discussion
3:30 pm	End of Day Two

Review of Literacy Module 2

(**Estimated time -** 1 hour)

Introduction

Literacy Module 2 introduced you to effective literacy teaching skills focusing on aspects of reading, instruction design, delivery and assessment of learners in both Chichewa and English. Prior to introducing Literacy Module 3, it is necessary to review how the previous work assisted you in the delivery of literacy lessons.

Learning outcomes

By the end of this activity, you should be able to:

- Describe successes and challenges you experienced in applying what you learned from Literacy Module 2.
- Identify areas for improvement in your literacy teaching based on Literacy Module 2.

Activity 1: Sharing experiences after implementing ideas from Literacy Module 2 (30 minutes)

1. Individually (5 minutes):
    a. Write down successes you have had following your exposure to Literacy Module 2.
    b. Identify challenges you faced.
    c. State how you dealt with the challenges.
2. In groups (15 minutes):
    a. Share your experiences on the successes and challenges, and how you handled them.
    b. Compile the significant experiences.
3. In plenary, discuss presentations from each group (10 minutes).
4. Take notes while the facilitator reviews and consolidates ideas from the groups.

Successes, challenges, and significant experiences

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Activity 2: Identifying areas for improvement (30 minutes)

1. Individually, write down what you would like to improve in your teaching, based on your shared experiences from previous modules (5 minutes).
2. In school groups (10 minutes):
   a. Share the areas you identified for improvement.
   b. Select one item to share in plenary.
3. In plenary, discuss your ideas for improvement (15 minutes).
4. Take notes while the facilitator reviews and consolidates ideas from groups.

Brain Bank

Main points from Literacy Module 2

Unit 1: Effective Literacy Teaching

Activity 1: Identifying attributes of effective lesson plans

Activity 2: Identifying planning techniques for engaging learners during literacy teaching

Activity 3: Identifying techniques for promoting individualized learning

Unit 2: Overview of reading instruction

Activity 1: Explaining factors that lead to low early reading achievement in Malawi

Activity 2: Describing the importance of early grade reading instruction

Activity 3: Describing the five key components of reading instruction

Activity 4: Discussing how literacy-based CPD activities can address early reading problems

Unit 3: Phonological awareness

Activity 1: Discussing the importance of phonological awareness in developing literacy

Activity 2: Developing rhyming and alliteration skills in learners

Activity 3: Developing blending, segmenting and manipulating skills

Unit 4: Continuous assessment and EGRA

Activity 1: Identifying ways of conducting continuous assessment in literacy

Activity 2: Using and adapting literacy assessment tools

Activity 3: Demonstrating the use of EGRA-based literacy assessment tools

Ideas for improvement

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UNIT 1: Teaching letters through phonics

Introduction

In module 2 we learnt that phonological awareness is the ability to hear, recognize and produce separate sounds in words. This skill lays the foundation for developing an understanding of how letters represent sounds, a concept known as letter-sound correspondence. This knowledge is considered to be a crucial factor in learning how to read.

Phonics is the name applied to methods of teaching and learning that focus on the understanding that words are composed of letters that represent sounds. In this unit, you will discuss how games and other activities can be used in teaching phonics. Learners need to participate in a variety of activities in order to identify sounds and connect letters to those sounds. Such activities should also be fun for learners and hold their attention.

Learning outcomes

By the end of this unit, you should be able to:

- Recognize the importance of phonics in learning to read letters.
- Identify activities you could use for teaching letter recognition.
- Demonstrate how to model teaching letters through phonics.

Estimated time: 2 hours

Suggested resources

- Flip chart paper
- Markers
- Masking tape/prestick
- Letter cards for as many letters of the alphabet as possible, in multiple numbers
- Various items such as small stones, balls, fruits, sticks, books, pens, pencils, pieces of string, etc.
- Literacy Module 2

Activity 1: The importance of phonics in learning to read letters (40 minutes)

1. Individually (10 minutes):
    a. review the skills for learning letters through phonics in the Brain Bank.
    b. choose any four skills and add your own examples to those provided.
2. In groups (15 minutes):
    a. share your examples from the four skills you chose.
    b. discuss how knowledge of each skill would help teachers teach letters better.
3. In plenary, report your responses (15 minutes).
4. Take notes while the facilitator reviews and consolidates ideas from the groups.

Brain Bank

Learning letters through phonics

As you may remember, phonological awareness is the knowledge of how words are made up of sounds. This is the foundation of phonics. Phonics is the method of teaching the alphabetic principle that letters are printed symbols for sounds. The sounds can be blended together to make syllables (2 or more letter sounds) and then syllables can be combined to make words.

You can use the skills learned in Literacy Module 2 to teach learners how to read as they attach letters to sounds. Some of the skills you learned in Literacy Module 2 lay the foundation for phonics instruction. For instance:

- Blending—as learners blend letters and sounds together they create words.
- Segmenting—learners read large words by breaking them into smaller parts and syllables.
- Alliteration—the correspondence between a sound and a letter are reinforced when a common letter is repeated at the beginning of a group of words.
- Manipulation—when learners manipulate words they begin to recognize common word patterns that appear in words.
- Rhyming—rhyming reinforces the link between the sounds and letters that make up a syllable.

Skills for learning letters through phonics

- Recognizing the difference between letter names and sounds and emphasizing both (e.g., in English, O is similar to the sound it makes, but H is not). Since Chichewa uses letters borrowed from the Latin alphabet, there are no Chichewa names for letters. Consonants are always followed by a vowel sound in Chichewa.
- Identifying all upper and lower case letters (e.g., A and a, B and b).
- Noticing beginning letters in familiar words (e.g. M in Malawi, E in English).
- Making letter-sound correspondence. In English this is not as clear as other languages like Chichewa. For instance, in English, C has a hard sound (e.g., "car") and a soft sound (e.g., "cent"). The hard C sound can also be made with a K (e.g., "kick"). This makes learning letter-sound correspondence in English difficult. In Chichewa there is no such variation. For

instance, "C" does not exist on its own, it must end with an "h" to make "-ch-" as in the word "*Chala*" (finger).

- Recognizing digraphs (two letters that make one sound, e.g., ph in "phone" in English or ch in "*chala*" in Chichewa) and diphthongs (two vowels combined to make one sound, e.g., "aid" or "cow" in English or "*boola*" in Chichewa).
- Learning initial and ending consonant letters (or ending vowels in Chichewa, e.g., o in "*lero*").

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Activity 2: Activities for teaching letter recognition (40 minutes)

1. Individually, review the games and activities for teaching letter recognition in the Brain Bank (15 minutes).
2. In groups (10 minutes):
   a. Prepare a lesson plan using one activity or game from the Brain Bank.
   b. Discuss how knowledge of each activity would help teachers teach letters better.
3. In plenary, present what you discussed (15 minutes).
4. Take notes while the facilitator reviews and consolidates ideas from the groups.

Brain Bank: **Activities for teaching letter recognition**

Recognizing likeness and unlikeness of letters Present the learners with groups or pairs of letters and ask them to select those that look alike, e.g.: n and u; m and w; u and w; t and f. This would be a good opportunity to introduce writing in exercises for hand and eye coordination. In early grades, walking through the letters engraved or written on the ground could be added fun for learners.

Matching capitals letters and small letters Bring to class capital and small letters cut from paper or cartons. Separate the capital letters from the small letters. Show learners one capital letter and its corresponding small letter (one pair at a time). Let learners practise doing the same to give them hands-on experience rather than passively observing the teacher. Note: These are items to be kept in literacy corners so that learners can play with them whenever they have time.

Sorting letters Give learners bottle tops with letters of the alphabet in both capital and small letters, and ask them to sort them into capital and small letters.

Distinguishing between sounds of letters Say two different letter sounds and let learners write the letters on the chalkboard, e.g.: /k/ and /l/. In upper classes the teacher could also mention words with initial sounds of /k/ and /l/ and let learners write the words, e.g. for /k/ sound: car, can, cat, catch, cool, colour, kettle, key, Ken or *kama, kena, kanga, kako.* For /l/ sound: learn, line, loaf, leaf, lamb, laugh, lake, or *langa, lako, lake, lathu, lota, lemba, lina*. Note that this activity can also be used to teach digraphs (e.g. ch, ph, th, ng) and blends (e.g. nd, mb, nk, sp)

Making words for animals Place or paste the letters "f u l b z m u g" on the board.

- Tell the learners that you will use the cards to make the word for an animal that crawls very slowly and carries a hard shell on its back.
- Place or paste the letters /f/u/l/u/ on the board one after the other, while saying the sounds the letters make /ffff/uuuu/lllll/uuuu.
- Remove the letter /f/, and ask for a learner to come forward and add a letter to make the word for an animal that carries heavy loads, whose initial sound letter is /buh/.
- The learner should choose /b/ to make the word 'bulu'.
- Repeat the activity with other words (*zulu*, *mulu*, *gulu*, etc.). Ask learners if they can think of other letter sounds that make up real or nonsense words. Write the words on the chalkboard so learners can see how they rhyme.
- As a way of varying the activity, you could write letters on bottle caps. Learners could then re-arrange the bottle caps to spell words.
- You could also draw a picture of something on the board. Learners could then work in small groups to choose letters that spell the name of the drawn item.

GAMES

The games below can be used to teach letters through phonics:

Name the letter (*Tchula lembo*)
Draw a table as below. Use any initial letters from items found around the classroom, e.g., *malata* (iron sheets), *khoma* (wall), *buku* (book), *tebulo* (table).

m	k	b	t
malata	khoma	buku	tebulo

Ask learners to look around the classroom for things that start with one of the letters listed. When they find something, have them say its name and its first letter. For example, *malata* starts with the letter "m". Write the name of the thing in the space below the letter, as above. Repeat the activity until learners have filled the chart. When you are finished with the chart, post it on another wall to allow learners to continue using it after the lesson and to create a print-rich classroom.

First letter of first name (*Lembo loyamba la dzina*)

Learners find it motivating to learn the first letter of their name. This helps them learn how to write their name, which facilitates further letter recognition, as well as early reading and writing. Make a name card for every learner in the class. Ask learners to bring strings so they can wear their name cards around the neck. Keep strings in your classroom in case some learners are unable to bring them. Help each learner learn the letter sound and letter name of the initial letter in their name. Tell learners to wear their name card to school every day.

You can also use the name cards throughout the year to reinforce the letters they are learning. For example:

- Tell learners you are holding name cards for names that start with "B" and ask those learners to come forward to identify their name cards.
- Have learners point to the first letter of a friend's name while mentioning their name.
- Have learners pair up with someone who has the same first letter in their name.
- Have learners point to a word that has the same first letter as their name.
- Have learners locate a friend's name from a stack of name cards.
- Help learners learn how to write the initial letter in their name.
- Ask learners to write down their name on their work every day.

The line game (*Fola pa mzere*)

Have learners stand on a line, wearing their name cards. Using their first names, order them alphabetically, starting with A, B, C, etc. Repeat the activity, changing between first letter of

surname, first name of siblings, etc. In later lessons, when learners have become more familiar with letters of the alphabet, you can also reverse the order from Z, Y, X, etc. You may also have them do the activity without their name cards.

Initial letter sound guessing game (*Lota lembo*)

Tell learners you are going to play the guessing game with them. You will tell them about a word you are thinking of that begins and ends with a particular sound. Let learners guess what the word is. For example, "I'm thinking of a fruit that we eat in December. It starts with the sound /m/ and ends with the sound /o/ (mango). Write the initial letter and the last letter on the board, e.g., "m . . . o". The learner who guesses the correct answer gets the turn to play next. He or she thinks of a word which begins and ends with a particular sound.

Mixed bag guessing game (*Thumba la zambiri*)

Pick up small objects around the classroom, such as books, chalk, duster, pens, pencils, balls, matchboxes, etc., and put them in a bag. Ask one learner to come up front and reach in the bag and grab an item. Without showing others the item, the learner tells the class, "I'm holding an item whose name starts with the sound /ch/ and ends with the sound /ko/ (*choko* [chalk])." Write the first letter of the word on the board. After a learner has guessed the word correctly, write the whole word under that letter. Other words that start with that letter or syllable can be written, so learners can see how the words that start with the same letters have the same sounds. The learner who guesses the correct name comes forward and picks the next item.

I spy with my little eye (*Ndaona ndi kadiso kanga*)

Organize learners into pairs. One learner looks for an object and then says, "I spy with my little eye, an object whose name begins with (he or she mentions the name of a letter of the alphabet, sound or consonant blend)." The object must be visible but the learner tries to keep the object a surprise from the other learner. The second learner attempts to look for the object or just guess it. If the guess is correct, the guesser takes over. If it is wrong, the spy gives the correct response and takes another turn.

Additional ideas:

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Activity 3: Modelling teaching letters through phonics (40 minutes)

1. In groups, review your lesson plan and prepare to demonstrate the lesson you developed in Activity 2 (10 minutes).
2. Demonstrate your lesson to the whole class (20 minutes).
3. In plenary, discuss how knowledge of each activity or game would help you teach letter recognition better (10 minutes).
4. Take notes while the facilitator reviews and consolidates ideas from the groups.

Lesson plan notes and observations

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Conclusion

As discussed in this unit, the development of the alphabetic principle—including letter recognition and sound-letter correspondence—through phonics is considered to be the most important factor in how learners learn how to read. The unit has provided participants with a variety of phonics activities to help learners learn how to identify sounds and their letters, in a way that makes learning fun. You have also shared games and activities that teach letter recognition with other teachers and have demonstrated new activities that teach letters through phonics.

Self-reflection

Reflect on how you can help learners develop the alphabetic principle through the use of phonics and through the use of games and activities that make learning fun.

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Suggested INSET at cluster level

Suggest good phonics practices you would like to discuss further with other teachers or school leaders in your cluster.

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UNIT 2: Teaching syllables and words through phonics

Introduction

The ability to recognize and read syllables and words is the basis of fluent reading. Learners who develop syllable and word recognition in the early grades learn to read new words and sentences, and can begin to read passages with understanding. You need to identify and practice techniques which assist learners to develop mastery of syllable and word formation.

Learning outcomes

By the end of this unit, you should be able to:

- Discuss the procedure for teaching syllables through phonics.
- Identify activities for teaching and learning syllables through phonics.
- Demonstrate how to use games in teaching syllables and word recognition.

Estimated time: 1 hour 45 minutes.

Suggested resources

- Chart paper
- Markers
- Masking tape/prestick
- Notecards
- Cards with syllables such as cha, mwa, na, za, ka, chi, wa, nga, va, kwa
- A-4 sized paper for Bingo charts

Activity 1: Teaching syllables and words through phonics (45 minutes)

1. Individually (10 minutes):
   a. Review the phonics concepts related to learning to read syllables found in the Brain Bank.
   b. Write any questions you may have about these concepts that you would like to discuss with the class.
   c. Write your own examples in Chichewa or English of each of these concepts.
2. In groups (15 minutes):
   a. Share your individual thoughts and examples with others.
   b. Make a consolidated procedure which you will present to the other groups.
3. In plenary, present groups work to the rest of the participants. (20 minutes).
4. Take note while the facilitator reviews and consolidates ideas from the groups.

Brain Bank

There are several concepts to keep in mind when using phonics to teach syllable and word recognition to learners.

Decoding and encoding—When readers segment a word into syllables or letters that they recognize and can understand, they can begin to unlock the hidden meaning of the graphic symbols (letters). This is called decoding, since readers are translating the code of text into meaning. When learners blend letters and syllables to make words they are encoding or turning their ideas into a textual code.

Syllable patterns—Syllables fall into frequent consonant-vowel patterns. For instance, in English many syllables have a consonant-vowel-consonant (CVC) pattern, (e.g., sat, les-son [*lesson*], etc.). In Chichewa, consonant-vowel (CV) patterns are much more common (e.g., a-ma-yi [*amayi*]; a-ba-ba [*ababa*]; sa-mba [*samba*]). Other patterns in English include the consonant-vowel-consonant + silent e (CVCe) pattern (e.g., bike, home, etc.) and the consonant-vowel-vowel-consonant (CVVC or "long vowel") pattern (e.g., road, bear, etc.). While there are many different patterns, it is useful to help students recognize words that appear similar or have similar syllable patterns when they encounter them.

High frequency words—These are words that are used very often in oral language and thus are encountered frequently in reading and writing. When children learn and know many of these words, they can recognize them immediately when they occur and thus read with greater fluency. High frequency words in English include:

> a, about, after, all, am, an, and, are, as, ask, at, away, be, because, been, big, buy, but, by, can, came, come, could, day, did, do, don't, down, for, from, get, go, good, going, got, had, has, have, he, her, him, his, house, how, I, I'm, if, in, into, is, it, its, just, keep, kind, like, little, long, look, make, man, many, may, me, mom, my, no, not, now, of, off, on, one, other, our, out, over, people, put, said, saw, see, she, so, some, than, that, the, their, them, then, there, these, they, this, to, truly, two, up, us, very, was, we, went, were, what, when, where, which, who, will, with, would, why, you, yours, zero.

Consonant Blends A consonant blend is a group of consonants that appear together in a word without any vowels between them. When reading blends, each letter within the blend is *pronounced individually*. Usually consonant blends are groups of letters that are found at the beginning or ending of a word. In English, the commonly used blends are in three categories.

> 1. The 's' blend e.g. st, sp, sn, sm, sl, sc, sk, sw, and spl, str, squ
> 2. The 'l' blend e.g. bl, cl, fl, gl, pl
> 3. The 'r' blend e.g. br, cr, dr, fr, gr, pr, tr

Chichewa also has many consonant blends. Some are two-letter blends such as 'ns' as in 'nsomba' (fish) or 'mb' as 'mbuzi' (goat). Others are three letter blends such as 'phw' in 'phweka' (easy) or even four letter blends as in 'nkhw' as in 'nkhwidzi' (jealousy).

Digraphs Consonant blends should not be confused with digraphs. In a digraph two or more consonants combine to make a single sound – such the 'ch' sound in 'cheka' (saw/cut) or the 'ph' sound in 'phiri' (mountain). In English common examples include 'ch' as in 'change', 'sh' as in 'ship' and 'th' as in 'this'.

Word families –Word families are groups of words with similar patterns and sounds. These often rhyme and look quite similar. In English these include -ack (e.g., back, stack, rack); -ake (e.g., bake, stake, snake); -ate (e.g. fate, date, late); -ight (e.g., tight, might, night); and -ore (e.g., more, store, shore).

- Other common families in English are:
  > -ain, -ale, -all, -ame, -an, -ank, -ap, -ash, -at, -aw, -ay, -eat, -ell, -est, -ice, -ick, -ide, -ill, -in, -ine, -ing, -ink, -ip, -it, -ock, -oke, -op, -ot, -uck, -ug, -ump, -unk.

- Some English words have **irregular sound-letter correspondence**. In English some words just have to be learnt, e.g., 'i' is pronounced differently in these three words: fish, fire, first; 'o' is pronounced differently in these words: tough, thorough, women, word, tomato. Learners may be better off learning to recognise and read these examples as whole words.

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Activity 2: Ideas for teaching syllables and words through phonics (30 minutes)

1. Individually, review the games and activities for teaching syllable and word reading in the Brain Bank. (10 minutes)
2. In groups (10 minutes):
    a. Prepare a lesson plan using one activity or game from the Brain Bank.
    b. Discuss how knowledge of each activity would help teachers teach letters better.
3. In plenary, share what you discussed (10 minutes).
4. Take notes while the facilitator reviews and consolidates ideas from the groups.

Brain Bank

House (*Nyumba*)

The game *House* (*Sewero la Nyumba*) helps learners recognize and read syllables and letter combinations. The game divides words into syllables by putting them into separate rooms of a house, as in the illustration below. In preparation for the lesson, prepare several cards with syllables such as cha, mwa, na, za, ka, chi, wa, nga, va, kwa. Put them in some kind of container.
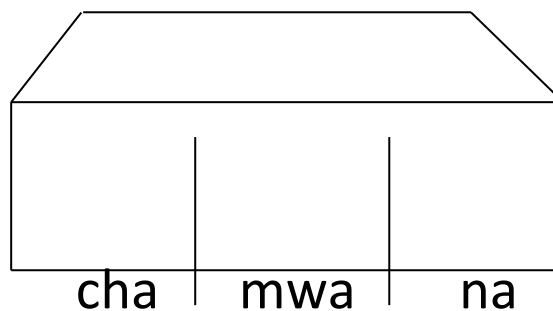
Draw the above illustration on the board, and paste cards /cha/, /mwa/, /na/. Change the first syllable "cha", and paste the syllable "za" in its place. Tell learners that the word has now changed to /za/, /mwa/, /na/ (*zamwana*). Repeat the process until you have used all the syllables to make *kamwana, chimwana, wamwana,* etc. Come up with short sentences using the new words, (e.g., *kamwana kanga kadzuka*; *chimwana chawo ndi chokongola*). Put the syllable cards in a basket, hat or bag and invite one learner to come to the front. Let the learner choose one syllable from the bag. Help the learner read the syllable and let him or her take the syllable and paste it in the correct space on the house.

Replace a syllable (*Sintha phatikizo*)
Place or paste syllable cards for /ch/, /mf/, /nd/, and /lu/ on the chalkboard. Tell learners that you will use the cards to make the word for a small hill made by ants. Place the syllables /chu/, /lu/ on the board one after the other, while uttering the sounds the syllables make /ch/…ch/…lu/…lu. Remove the syllable /ch/, and ask for who can come forward and add a syllable to make the word whose meaning is 'a person who is free, not enslaved by anyone,' whose initial syllable sound is

/mf/ (mfulu [free person]). Repeat the activity to make other words learners can think of.

Bingo!

Bingo! helps learners develop sight-word recognition, and is fun to play. To prepare, make several charts with various words. Cut small strips of paper for covering word spaces. Make cards and write on them the same words that you wrote on the charts. Keep the word cards in a basket, hat or bag. To play, ask learners to get into groups of four or five each. Give each group a chart, and paper strips for covering word spaces on the chart. Explain to learners that the purpose of the game is for them to identify and cover as many words as necessary. Explain that you will pick a word from the basket, hat or bag, and read it. The learners should look for that word on their charts and cover it with the paper strip. They will do this for every word that you read out. The group that finds and covers all the words on their chart shouts "Bingo!" Practice with a few words first before beginning the game.

Word walls

Using word walls is a great strategy for teaching word families, consonant blends, encoding and decoding skills, and vocabulary development in general. A word wall is a space where you can post around 5 cards with words on it, refreshing the words each week. You should have at least two word walls in your class for both English and Chichewa. Refer to the word walls each day at the beginning and end of the daily lessons. Focus on syllable patterns, word families and consonant blends. Help learners know the meanings of words on word walls through illustrations. Let them take part in building the word walls by bringing in vocabulary from home or the school environment. Help them make sentences so that they become familiar with the words. Do not take too long on this task because it is a daily activity!

Phonic charts

Phonic charts list common words that are grouped according to their common spelling or characteristics. They help young learners to master the beginning, middle, or end parts of word families. Make several varied types of phonic charts incorporating different word families on your phonic charts. Encourage learners to practice using them frequently. Remember to flood your classroom with print.

Cloth-hanger mobile

Cloth hanger mobiles are made from pictures of animals or objects that have a common characteristic that are tied onto the base of a cloth hanger. To help the learners see the words, you can write the names of the animals or objects at the bottom of each picture. You may want to help students create their own mobiles with words they are familiar writing (such as their names). Additionally, you can introduce a picture story to your learners by having pictures that tell a complete story on cloth-hanger mobile. Learners can complete the story orally, re-arrange a jumbled story or write what they see happening in the picture story.

Word-sort

Give learners small cards with words written on them in English or Chichewa. Mix them up and let

learners work in groups to sort them out into columns (such as similar consonant blends, syllable patterns, etc.). You can add a challenge by including a word that does not belong. The group that sorts the words first and correctly shouts "Bingo!" wins.

Word envelope

Prepare several words from the word families or consonant blends in English and Chichewa, preferably those that are already posted on word walls. Each child should have his/her own envelope. Put words that learners need help with in their envelopes so that they can practice further either alone or with their parents or guardians. Follow up the progress of each individual learner.

Activity 3: Demonstrating teaching syllables and words through phonics (30 minutes)

1. In groups, review your lesson plan and prepare for demonstration of the lesson you developed in Activity 2.
2. Demonstrate your lesson to the whole class.
3. In plenary, discuss how knowledge of each game or activity would help you teach better.
4. Take notes while the facilitator reviews and consolidates ideas from groups.

Lesson plan notes and observations

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Conclusion

In this unit, you have discussed procedures and activities you can use to help learners develop skills for recognizing syllables and words. You have demonstrated how to model the teaching of syllables and words through games, and how to develop learners' syllable segmentation and sight-word recognition skills.

Self-reflection

Reflect on what you learned in this unit that will help you develop learners' ability to read syllables and words, and write down specific ways you hope to use what you have learned in your lessons.

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Suggested INSET at the cluster level

Suggest phonics topics you would like to discuss further with other teachers or school leaders in your cluster.

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Mutu 3: Kufunika kwa kuphunzitsa maphatikizo a zilembo

Chiyambi

Kudziwa kuwerenga maphatikizo a zilembo kumathandiza ophunzira kuwerenga mawu, ziganizo ndiponso nkhani mosavuta. Ophunzira omwe amadziwa kuwerenga bwino nkhani amathanso kumvetsa nkhani yomwe akuwerenga. Ku Malawi kuno kafukufuku wasonyeza kuti ophunzira ambiri m`makalasi aang`ono amavutika kuwerenga mawu, ziganizo ndiponso nkhani. Chifukwa cha chimenechi, aphunzitsi ayenera kufufuza njira zothandizira ophunzira kuwerenga maphatikizo mosavuta.

M`mutuwu aphunzitsi akambirana njira zomwe angagwiritse ntchito pothandiza ophunzira kuti awerenge maphatikizo a malemba mosavuta.

Zolinga

Pakutha pa phunziroli:

- mukambirana kufunika kwa kuphunzitsa maphatikizo a zilembo.
- mupeza njira zophunzitsira kuwerenga ndikulemba maphatikizo mosavuta.
- musonyeza momwe mungaphunzitsire maphatikizo a zilembo.

Nthawi: Ma ola awiri

Zipangizo

- Matchati
- Zolembera
- Zomatira
- Makadi a maphatikizo

Ntchito yoyamba: Kufunika kwa kuphunzitsa maphatikizo a zilembo (mphindi 40)

1. Panokha (mphindi 10):
   a. werengani mu Nkhokwe ya Mfundo za kufunika kwa kuphunzitsa maphatikizo.
   b. sankhani ndipo lembani yankho limodzi la mu Nkhokwe ya Mfundo, ndikupereka chitsanzo chake. Chitsanzo chikhoza kukhala zomwe mudachitapo mkalasi, kapena chili chonse chomwe mukudziwa pa mfundoyi.
2. M`magulu (mphindi 10):
   a. kambiranani mfundo zomwe aliyense walemba.
   b. wonjezerani mfundo zanu.
   c. lembani patchati mfundo zonse zomwe mwakwambirana.
3. Fotokozerani anzanu mfundo zomwe mwalemba (mphindi 20).
4. Lembani mfundo zofunika zomwe zitchulidwe pa nthawi ya ndamanga.

Nkhokwe ya Mfundo

Kuphunzitsa maphatikizo kumathandiza ophunzira:

- Kudziwa maina a malembo ndi kamvekedwe kawo

- Kudziwa maphatikizo

- Kulumikiza maphatikizo popanga mawu

- Kuwerenga mawu ndi ziganizo

- Kutenga nawo mbali pa phunziro

- Kugwiritsa ntchito nzeru zawo

- Kuganiza mozama

- Kuwonetsa luso lawo

Ntchito yachiwiri: Njira zophunzitsira maphatikizo (mphindi 30)

1. M'magulu, werengani Nkhokwe ya Mfundo m'munsimu (mphindi 10).

2. Sankhani njira imodzi mu Nkhokwe ya Mfundo, ndipo konzani phunziro la m'mene mungaphunzitsire maphatikizo pogwiritsa ntchito njirayo (mphindi 20).

Nkhokwe ya Mfundo

Njira zophunzitsira maphatikizo:

1. Kutchula nambala yamaphatikizo omwe ali m`mawu. Tchulani kapena lembani mawu ndipo uzani ophunzira awerenge maphatikizo a m`mawuwo.
2. Kuika maphatikizo m`magulu. Ophunzira akhale m`magulu ndipo muwapatse maphatikizo osiyanasiyana. Maphatikizo ena akhale ndi lembo limodzi lopezeka pa phatikizo lililonse, ena akhale ndi lembo lopezeka pa phatikizo lililonse koma losiyana ndi gulu loyamba. Mwachitsanzo: c**h**a, p**h**a, k**h**a; **m**ba, **m**pa, **m**ka. Awuzeni kuti ayike maphatikizowo m`magulu awiri potsatira lembo lomwe likupezeka pa gulu loyamba kapena lachiwiri. (**h** ndi **m**).
3. Kupanga mawu polumikiza maphatikizo. Uzani ophunzira akhale m`magulu. Gulu lililonse lipatseni maphatikizo olembedwa pa makhadi. Uzani gulu lililonse lipange mawu polumikiza maphatikizo.
4. Kugawa maphatikizo kuchokera ku mawu. Apatseni ophunzira mawu ndipo awagawe m'maphatikizo osiyanasiyana. Ophunzira atha kupikisana popanga maphatikizo.
5. Kuphunzitsa maphatikizo pogwiritsa ntchito nyimbo, masewero ndi mpikisano.

Pogwiritsa ntchito nyimbo, nthano, masewero ndi mipikisano onetsetsani kuti zikhale:

- zogwirizana ndi phunziro
- zogwirizana ndi kalasi ya ana
- zatanthauzo kwa ophunzira
- zosangalatsa kwa ophunzira

Zoyenera kutsatira:

- Lembani pa tchati kapena pa bolodi mawu amu nyimbo, nthano, kapena sewero lomwe mukuphunzitsa.
- Perekani malangizo momveka.
- Poyimba nyimbo kapena powerenga nthano, lozani maphatikizo kapena mawu amene mukuphunzitsa.
- Gwiritsani ntchito zipangizo zosiyanasiyana poyimba nyimbo, powerenga nkhani, pochita masewero kapena mipikisano.
- Funsani ophunzira mafunso ogwirizana ndi zolinga za phunziro limene mwaphunzitsa.

6. Masewero ena omwe mungagwiritse ntchito pophunzitsa maphatikizo:

Ganiza phatikizo

Cholinga cha sewero la *Ganiza phatikizo* ndi kuthandiza ophunzira kuzindikira ndi kuwerenga maphatikizo a mawu. Seweroli limagawa maphatikizo powayika pawokha. Onani chitsanzo chili m'munsichi.

- Pangani maphatikizo kapena mawu okwana asanu, pa makadi, ndikuwasunga. Mwachitsanzo

chi	mbe	dala	fulu	nde

- Wuzani ophunzira kuti nawonso alembe m'ma kope mwawo maphatikizo kapena mawu ena ali onse omwe akufuna, ndipo awasunge osawonetsa wina. Mwachitsanzo:

la	nge	mawa	tch	una

- Wuzani ophunzira kuti inu mutchula phatikizo kapena mawu, ndipo ngati ophunzira ali nalo, alikhwatche.
- Yemwe ayambilire kukhwatcha mawu onse ndiye wapambana. Ayimilire.
- Muwombereni m'manja.

Bingo!

- Lembani maphatikizo a malembo pa chati m'mizere monga:

ta	lu	cha
ka	nga	su
sa	tsi	za
na	tu	so

- Lembani maphatikizo a malembo pa makadi ndipo muwayike m`katoni.
- Ayikeni ophunzira m`magulu ndipo gulu lililonse mulipatse tchati la maphatikizo a malembo
- Tengani phatikizo la lembo limodzi ndipo muwerenge, mwachitsanzo. Wuzani ophunzira kuti aphimbe phatikizo limene likufanana ndi lomwe mwawerenga. Chitani chimodzimodzi ndi maphatikizo onse ali pa tchati.
- Gulu loyamba kuphimba mawu onse pa tchati lao lifuule kuti *Bingo!* ndipo ndilo lipambane.

Ntchito yachitatu: Phunziro la kuwerenga maphatikizo mosavuta (mphindi 50)

1. M'magulu:
   a. phunzitsani phunziro lomwe mwakonza (mphindi 30).
   b. kambiranani ndi kupereka ndemanga pa maphunziro omwe asonyezedwa (mphindi 20).
2. Lembani mfundo zofunika zomwe zitchulidwe pa nthawi ya ndamanga.

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Mathero

Pamutu uno, takambirana njira zothandizira ophunzira kugawa ndi kuwerenga maphatikizo a zilembo. Tasonyezanso m'mene mungaphunzitsire maphatikizo mosangalatsa ndi mosavuta pogwiritsa ntchito nthano, masewero, ndi mipikisano. Nthawi zonse gwiritsani ntchito njira zosiyanasiyana kuti ophunzira adziwe msanga kuwerenga.

Kuwunika zomwe mwachita

- Lembani mfundo zachilendo zomwe mwaphunzira m`mutuwu.
- Lembani mfundo zoyenera kuonjezera m'mutuwu.

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Zokachita ku kalasi

Lembani njira zophunzitsira maphatikizo zomwe mungafune kukambirananso ndi aphunzitsi ena.

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UNIT 4: Improving learners' reading fluency

Introduction

If a learner is capable of quickly generating meaning from passages, they can learn a lot of information from what they read. The rate at which readers process meaning from passages is directly related to their reading fluency. Many successful learners tend to develop reading fluency early in their school life. It is therefore important for teachers to understand ways of promoting reading fluency among learners at an early stage. This unit provides some approaches for helping learners to develop reading fluency in early grades.

Learning outcomes

By the end of this unit, you should be able to:

- Describe reading fluency.
- Identify innovative approaches to improving learners' reading fluency.
- Demonstrate ways of assessing reading fluency among learners.

Estimated time: 2 hours

Suggested resources

- Passages from learners' books, newspapers, magazines, etc.
- Newspapers
- Sentence boards
- Supplementary readers

Activity 1: Discussing the meaning of *reading fluency* (40 minutes)

1. Individually (10 minutes):
    a. review the meaning and importance of fluency found in the Brain Bank.
    b. provide an example for each of the four skills related to reading fluency.
    c. describe how fluently you feel your learners are able to read. What percentage would you estimate to be fluent for their grade level?
2. In groups (10 minutes):
    a. discuss any questions you have about fluency with your group.
    b. share your examples of reading fluency skills.
    c. discuss the importance of helping learners to develop reading fluency.
3. In plenary, present your work (20 minutes).
4. Take notes while the facilitator reviews and consolidates ideas from groups.

Brain Bank

In reading the term 'fluency' refers to the ability to read smoothly, accurately, and with varied expression. This applies to the ease with which the reader pronounces words, phrases and sentences. One part of fluency is tracking the number of words a learner can correctly read within a minute (word rate). Word recognition, correct enunciation/accent, scanning abilities and association of words with meanings are all related to reading fluency.

Reading is one of the four main language skills (listening, speaking, reading and writing) and the same idea of fluency can be applied to all four. In each case there are clear benefits to be gained from practicing the skill until it becomes automatic or fluent and in each case this requires that plenty of opportunity is provided for practice.

Fluent readers:
a) Read the words accurately.
b) Read the text at a reasonable speed which allows their listener(s) to follow when reading aloud.
c) Read in a manner that expresses the tone of what is happening in the passage when reading aloud.
d) Chunk text into meaningful phrases.

The importance of reading fluency
As readers become more fluent, they can understand more of what they are reading, and be able to communicate effectively when reading aloud. Because more of their reading is automatic, they can spend more of their mental energies understanding what they are reading.

Reading fluency helps learners to:
*   understand the text they are reading.
*   make reading interesting and natural.
*   develop learning skills such as identification of main ideas from a text.

Activity 2: Innovative ways of improving learners' reading fluency (40 minutes)

1. In groups (40 minutes):
   a. describe fluent readers you know of at home, in school, at prayer, on radio, TV, etc.
   b. discuss what features of their reading make them enjoyable to listen to.
   c. choose one or two reading fluency techniques from the Brain Bank below and develop a lesson plan for improving your learners' fluency.
2. Take notes while the facilitator reviews and consolidates ideas from groups.

Brain Bank

Ways to improve learners' reading fluency

- Provide opportunities for learners to practice repeated reading. Read the text or have a fluent reader read the text as the class follows along. Then let the learners re-read the text alone to try and match the first reader's fluency.
- Provide opportunities for good readers to model fluent reading. These could be peers, parents, or other teachers.
- Use partner reading (teacher to child, child to child, parent to child) where one of the partners is a proficient reader.
- Provide opportunities for learners to read aloud together (choral reading).
- Let learners read silently prior to choral reading.
- Let learners read favourite books, magazines, captions, etc.
- Provide opportunities for all learners to practice reading aloud.
- Read texts orally that the learners will find interesting. These could be songs, poems, rhymes, recorded stories or picture books.
- Repeat a reading in order to give learners opportunities to model reading aloud and be given support when they are reading.
- Give learners opportunities to read something every day.

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Activity 3: Demonstrating how to teach fluency (40 minutes)

1. In groups, review your lesson plan and prepare for a demonstration of the lesson you developed in Activity 2 (5 minutes).
2. In groups, demonstrate your lesson (20 minutes).
3. In plenary, discuss (15 minutes):
   a. what you find new, interesting or difficult about the activities.
   b. how you can improve the activities.
4. Take notes while the facilitator reviews and consolidates ideas from groups.

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Conclusion

In this unit, you have discussed the meaning of fluency, its importance, and how to teach it. You have demonstrated how to model the teaching of reading fluency. As you motivate learners to be interested in reading, and spend more time reading, they will become more fluent and continue to learn more from what they have read.

Self-reflection

Reflect on how you might adapt the strategies you learned today for developing fluency in a future lesson and then write your ideas.

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Suggested INSET at the cluster level

Suggest aspects of fluency that you would like to discuss further with other teachers or school leaders in your cluster.

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Review and Closure

Activity 1: Reviewing Literacy Module 3 (30 minutes)
1. Individually (20 minutes):
    a. List things you learned from this module.
    b. Write down 2-3 things from this module you intend to apply in your own teaching at your school.
2. In plenary, share your plans (10 Minutes).
3. Take notes while the facilitator reviews and consolidates ideas from groups.

Plans for applying Literacy Module 3

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